



Accounting, Business, and Business and Office Technology Assessment Results
September 2015

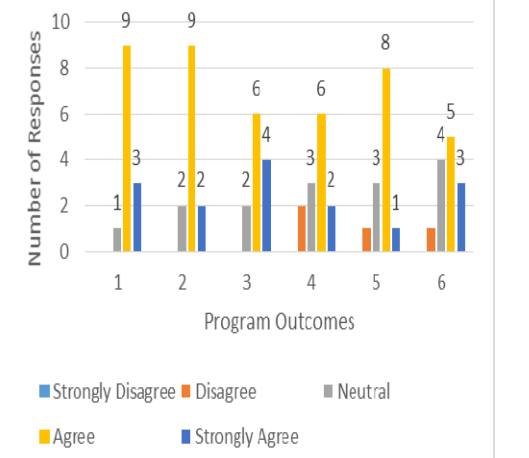
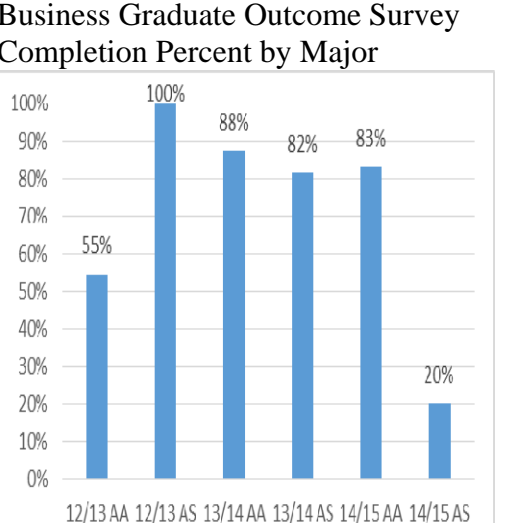
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Student and Stakeholder Focus Results

Analysis of Results													
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends								
Accounting Placement Results—At least 80% of graduates will be employed in field or continue education opportunities.	Graduate Follow-up Survey administered spring semester to current graduates.	Goal was met in two of the three years.	Worked closely with Advisory Committee members to stay abreast of economic conditions in our area.	As general economic conditions improved, so did the percentage of graduates who were employed in field.	Accounting Placement Results <table border="1"> <caption>Accounting Placement Results</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>10/11</td> <td>67%</td> </tr> <tr> <td>11/12</td> <td>100%</td> </tr> <tr> <td>12/13</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	10/11	67%	11/12	100%	12/13	100%
Year	Percentage												
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12/13	100%												
Administrative Assistant Placement Results—At least 80% of graduates will be employed in field or continue education opportunities.	Graduate Follow-up Survey administered spring semester to current graduates.	Goal met two of three years.	Worked with Advisory Committee, which includes major employers, to review current technologies taught in the program to determine if all are still relevant for successful performance/placement and if new technologies needed to be included.	Continue communication with Advisory Committee members and major employers to identify and incorporate emerging technologies and skills needed for successful performance/placement.	Administrative Assistant Placement Results <table border="1"> <caption>Administrative Assistant Placement Results</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>10/11</td> <td>100%</td> </tr> <tr> <td>11/12</td> <td>88%</td> </tr> <tr> <td>12/13</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	10/11	100%	11/12	88%	12/13	100%
Year	Percentage												
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11/12	88%												
12/13	100%												
Business Placement	Graduate Follow-up	Met goal 3 out of 3 years.	Continue networking with Advisory	Monitor regional employment trends	Business Placement Results								

Analysis of Results													
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends								
Results—At least 80% of graduates will be employed in field or continue education opportunities.	Survey administered spring semester to current graduates.		Committee members and local businesses.	and placement results.	<table border="1"> <caption>Employment Trends</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>10/11</td> <td>100%</td> </tr> <tr> <td>11/12</td> <td>100%</td> </tr> <tr> <td>12/13</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	10/11	100%	11/12	100%	12/13	100%
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Medical Administrative Assistant--At least 75% of graduates will be employed in field or in an administrative assistant field or continue education	Graduate Follow-up Survey administered spring semester to current graduates.	Goal met 1 out of 3 survey years	Continue working with Advisory Committee and local medical facilities. Students must be willing to travel outside of a 30-mile radius to gain full employment.	There have been many changes in our region with outsourcing of medical transcription. The program instructor will continue to invite the Mayo Clinic – Rochester recruiter to speak to class.	Medical Administrative Assistant Placement Results <table border="1"> <caption>Medical Administrative Assistant Placement Results</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>10/11</td> <td>67%</td> </tr> <tr> <td>11/12</td> <td>67%</td> </tr> <tr> <td>12/13</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	10/11	67%	11/12	67%	12/13	100%
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Accounting Graduate Outcome Survey—At	The survey was available for the first time to Accounting	Thirteen students completed survey which	Over 80% of students agree or strongly agree that the first three program	Work with Office of Instructional Technology for a better way to deliver	Accounting Graduate Outcome Survey Responses								

Analysis of Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends																																										
least 80% of graduates agree or strongly agree that program outcomes were met	students at the end of the 14/15 academic year through D2L Brightspace. Students were asked to complete the survey if they were graduating with an AAS degree spring semester.	included three students (23%) who should not have completed.	outcomes (GAAP, Tax, and Managerial/Cost) are being met. Less than 70% of students agree that the last three program outcomes are being met (Business Law, Gov't Acctg, and technology.) This could be that they haven't taken those courses yet, due to non-graduates completing the survey.	the survey so that only AAS graduates complete. Future data will be reviewed to determine if outcomes being met; if not met, curriculum will be reviewed with advisory committee.	 <table border="1" data-bbox="1428 292 1953 747"> <caption>Number of Responses by Program Outcome</caption> <thead> <tr> <th>Program Outcome</th> <th>Strongly Disagree</th> <th>Disagree</th> <th>Neutral</th> <th>Agree</th> <th>Strongly Agree</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>9</td> <td>3</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>2</td> <td>9</td> <td>2</td> </tr> <tr> <td>3</td> <td>0</td> <td>0</td> <td>2</td> <td>6</td> <td>4</td> </tr> <tr> <td>4</td> <td>0</td> <td>2</td> <td>3</td> <td>6</td> <td>2</td> </tr> <tr> <td>5</td> <td>0</td> <td>1</td> <td>3</td> <td>8</td> <td>1</td> </tr> <tr> <td>6</td> <td>0</td> <td>1</td> <td>4</td> <td>5</td> <td>3</td> </tr> </tbody> </table>	Program Outcome	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	1	0	0	1	9	3	2	0	0	2	9	2	3	0	0	2	6	4	4	0	2	3	6	2	5	0	1	3	8	1	6	0	1	4	5	3
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5	0	1	3	8	1																																										
6	0	1	4	5	3																																										
Business Graduate Outcome Survey—At least 85% of graduates complete survey	Survey available to AA Business Concentration and AS Business graduates at end of academic year through D2L Brightspace.	AA Graduates—5 out of 6 (83%) completed. AS Graduates—1 out of 4 (20%) completed	Survey participation for the 14/15 graduates decreased. Participant comments continue to meet earlier goals.	Work with Office of Instructional Technology to determine best delivery method and possible incentive for survey completion to increase participation level.	 <table border="1" data-bbox="1428 876 1953 1396"> <caption>Business Graduate Outcome Survey Completion Percent by Major</caption> <thead> <tr> <th>Semester</th> <th>Completion Percent</th> </tr> </thead> <tbody> <tr> <td>12/13 AA</td> <td>55%</td> </tr> <tr> <td>12/13 AS</td> <td>100%</td> </tr> <tr> <td>13/14 AA</td> <td>88%</td> </tr> <tr> <td>13/14 AS</td> <td>82%</td> </tr> <tr> <td>14/15 AA</td> <td>83%</td> </tr> <tr> <td>14/15 AS</td> <td>20%</td> </tr> </tbody> </table>	Semester	Completion Percent	12/13 AA	55%	12/13 AS	100%	13/14 AA	88%	13/14 AS	82%	14/15 AA	83%	14/15 AS	20%																												
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Analysis of Results									
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends				
CCSSE Survey-- In each survey year, increase one CCSSE benchmark at least 2% with remaining benchmarks not decreasing.	Student Engagement— CCSSE Survey and Report administered odd years. Survey administered spring 2015 with very small sample.	<i>Support for Learners</i> improved (51.2 with a national mean of 50); two measures remained close in outcome; two measures declined.	Data recently received (August 2015); results being reviewed.	Beginning FY 2016 the College's Master Academic Plan calls for college-wide initiatives addressing teaching and learning, student engagement, first-year experience.	CCSSE Survey Results				
						2009	2011	2013	2015
					Academic Challenge	50.8%	48.3%	49.9%	46.6%
					Active Learning and Collaborative Learning	53.0%	50.6%	47.2%	44.4%
					Student Effort	51.8%	50.7%	51.1%	49.8%
					Student Faculty Interaction	50.7%	48.7%	48.1%	47.9%
					Support for Learners	49.5%	44.5%	48.3%	51.2%

Program Outcomes

Accounting, AAS

- Complete accounting processes and prepare financial statements according to GAAP (Generally Accepted Accounting Principles) both manually and using computerized accounting software.
- Analyze and communicate the effects of basic tax rules (including payroll taxes) on individuals, partnerships and corporations and prepare basic tax returns.
- Apply the fundamentals of activity based costing, job costing and process costing. Demonstrate understanding of cost behavior including fixed and variable costs, cost/volume/profit analysis, budgeting and variance analysis, and other analytical tools for decision making.
- Identify and apply elements of contract, tort, agency, property law, partnerships, corporations, UCC (Uniform Commercial Code) sales and secured transactions, and professional liability law.
- Identify and apply basic principles of fund accounting for governmental type funds according to principles established by GASB (Governmental Accounting Standards Board).
- Demonstrate proficiency in using computer hardware and software, including spreadsheet, database, and internet browser software to solve complex business issues and report these solutions.

Administrative Assistant, AAS

- Use information technology to improve individual and organizational performance.
- Apply ergonomic principles while inputting data with speed and accuracy at industry standard.
- Apply current and emerging technologies efficiently and accurately to business situations.
- Use interpersonal skills including effective listening and communicating that demonstrates professionalism.
- Understand the importance of high ethical standards in business practices as it applies to social responsibility.
- Perform financial functions associated with office management and/or inputting data.

Business, AS

- Apply critical thinking processes to ethically analyze and evaluate business situations.
- Demonstrate the ability to use application software, technology, and other resources to research, analyze, and integrate data to solve business problems.
- Demonstrate knowledge in critical business areas including management, marketing, and the legal and regulatory environment.
- Prepare and present oral, written and group materials that inform, persuade, and influence others.
- Demonstrate the ability to effectively work in a team environment to achieve goals.
- Apply the principles of accounting, finance, and economics to evaluate fiscal decisions.
- Advance employment opportunities in the selected career field.

Business Concentration, AA

- Apply critical thinking processes to ethically analyze and evaluate business situations.
- Demonstrate the ability to use application software, technology, and other resources to research, analyze, and integrate data to solve business problems.
- Prepare and present oral, written and group materials that inform, persuade, and influence others.
- Demonstrate the ability to effectively work in a team environment to achieve goals.
- Apply the principles of accounting, finance, and economics to evaluate fiscal decisions.

Medical Administrative Assistant, AAS

- Enhance employment and career opportunities.
- Gain familiarity with the software used in the workplace and preparation of medical reports.
- Gain skill enhancement in the use of medical terminology using computers.
- Gain technical proficiency in administrative tasks and medical transcription.
- Gain skill enhancement in the management of multiple tasks.
- Gain skills in oral and written communications.
- Increase awareness of ethical behaviors, such as confidentiality and compassion at the workplace.

Performance Results

Accounting Program Outcomes and Performance Measures	
Selected Program Outcomes	Performance Measure
Complete accounting processes and prepare financial statements according to GAAP (Generally Accepted Accounting Principles) both manually and using computerized accounting software.	ACCT2011, Principles of Financial Accounting—Complete chapter assignments with 80% of students score equal to or greater than 70% (average of all chapters). ACCT2031, Intermediate Accounting I—Students will complete a comprehensive accounting cycle project with 80% of them equal to or greater than 70% success.
Analyze and communicate the effects of basic tax rules (including payroll taxes) on individuals, partnerships and corporations and prepare basic tax returns.	ACCT1040, Individual Income Taxes—Complete an Individual Income Tax return with 80% completing at 70% accuracy. ACCT1120, Business Income Taxation—Complete partnership Income Tax return with 80% completing at 70% accuracy

Accounting Degree Analysis—Student Learning Results													
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends								
ACCT1040, Individual Income Taxes—Complete an Individual Income Tax return with 80% completing at 70% accuracy.	Complete an Individual Income Tax return (Form 1040) using student selected tax software. One course section is offered fall semester. (Direct, Formative, Internal, and Comparative)	The overall results have declined the past three semesters.	Decline in performance is attributed to the fact that students were ill-equipped to evaluate and select different software packages.	The same project will be completed in F15 using a different required textbook that includes tax preparation software.	<p>Percent Students Scoring > 70%</p> <table border="1"> <caption>Percent Students Scoring > 70%</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>F12</td> <td>95%</td> </tr> <tr> <td>F13</td> <td>71%</td> </tr> <tr> <td>F14</td> <td>70%</td> </tr> </tbody> </table>	Year	Percentage	F12	95%	F13	71%	F14	70%
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ACCT1120, Business Income Taxation—Complete	Complete a partnership Income Tax return (Form 1065) using business tax software. One	S15's results improved after a drop in S14.	S12 and S13 were very small sample sizes, which may account for the 100%. In nominal	The performance measure was met, no corrective action is necessary, but the	<p>Percent Students Scoring > 70%</p>								

Accounting Degree Analysis—Student Learning Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends										
Partnership Income Tax return with 80% completing at 70% accuracy	course section is offered spring semester. (Direct, Formative, Internal, and Comparative)		terms the greatest number of students meeting standard occurred in S14, which had the lowest percentage of students meeting the standard.	standard will be raised to 80% of students completing the project with 80% accuracy.	<table border="1"> <caption>Partnership Income Tax Return Performance Trends</caption> <thead> <tr> <th>Section</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>S12</td> <td>100%</td> </tr> <tr> <td>S13</td> <td>100%</td> </tr> <tr> <td>S14</td> <td>90%</td> </tr> <tr> <td>S15</td> <td>92%</td> </tr> </tbody> </table>	Section	Performance (%)	S12	100%	S13	100%	S14	90%	S15	92%
Section	Performance (%)														
S12	100%														
S13	100%														
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ACCT2011, Principles of Financial Accounting—Complete chapter assignments with 80% of students score equal to or greater than 70% (average of all chapters)	Each fall and spring semester use CONNECT website to complete chapter accounting problems. (Direct, Formative, Internal, and Comparative)	Since the inception of requiring students to complete chapter assignments, the goal was met in all but one semester.	Previous to Fall 2013, only projects and exams were awarded points. In an effort to motivate students to complete the chapter practice homework, points were established for the chapter assignments.	Students who were struggling were able to be identified sooner, now that the chapter material was being scored. Students were able to seek tutoring or other help before the semester progressed and it was too late.	<table border="1"> <caption>Percent Students Scoring >=70% (ACCT2011)</caption> <thead> <tr> <th>Section</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>F13</td> <td>91.2%</td> </tr> <tr> <td>S14</td> <td>88.2%</td> </tr> <tr> <td>F14</td> <td>69.1%</td> </tr> <tr> <td>S15</td> <td>81.8%</td> </tr> </tbody> </table>	Section	Percentage (%)	F13	91.2%	S14	88.2%	F14	69.1%	S15	81.8%
Section	Percentage (%)														
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ACCT2031, Intermediate Accounting I—Complete a comprehensive accounting cycle simulation for a corporation which includes transaction	Complete a manual comprehensive accounting cycle simulation for a corporation which includes transaction	The percentage of students who scored at least 70% on this project has steadily	After identifying the poor performance on the business simulation, a chapter appendix was assigned before the	This project will not be used again for Fall 2015. It will be replaced with a computerized	Percent Students Scoring >=70%										

Accounting Degree Analysis—Student Learning Results																	
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends												
cycle project with 80% of them equal to or greater than 70% success.	analysis and financial statement preparation. This course is only offered fall semester. (Direct, Formative, Internal, and Comparative)	increased.	project began. The appendix familiarized students with the use of special journals.	comprehensive accounting cycle project.	<table border="1"> <caption>Success Rates by Semester</caption> <thead> <tr> <th>Semester</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>F10</td> <td>62.5%</td> </tr> <tr> <td>F11</td> <td>80.0%</td> </tr> <tr> <td>F12</td> <td>81.3%</td> </tr> <tr> <td>F13</td> <td>89.5%</td> </tr> <tr> <td>F14</td> <td>94.1%</td> </tr> </tbody> </table>	Semester	Success Rate	F10	62.5%	F11	80.0%	F12	81.3%	F13	89.5%	F14	94.1%
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Administrative Assistant Program Outcomes and Performance Measures	
Selected Program Outcomes	Performance Measures
Use information technology to improve individual and organizational performance.	BUSO1623, Integrated Office Skills—Midterm Project. Students will complete a business simulation with 100% completing with 80% or higher score.
Apply current and emerging technologies efficiently and accurately to business situations.	BUSO1623, Integrated Office Skills—Portfolio Project. Students will create and present a portfolio project with 100% completing with 90% or higher score.
Use interpersonal skills including effective listening and communicating that demonstrates professionalism.	BUSO1625, Business Communications I—Students will create a business report exploring community improvements with 80% completing at 80% or higher score. BUSO1630, Office Procedures—Group evaluation completed with students obtaining 85% or higher score.

Administrative Assistant Analysis—Student Learning Results					
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends
BUSO1623, Integrated Office Skills—Students	Complete midterm production simulation	S14—Continue to monitor this activity for completion rates.	This course changed delivery methods from oncampus to an online course, which may	Offer study session to improve overall student average and set	Business Simulation Completed >= 80%

Administrative Assistant Analysis—Student Learning Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends								
complete a business simulation mid-term project with 100% completing with 80% or higher score.	each spring semester with limited instructions using office applications knowledge. (Comparative and Formative)	S15—Completion rate decreased.	have impacted the completion percentage.	goal for course average and completion rate.	<table border="1"> <caption>Completion Rate Data</caption> <thead> <tr> <th>Semester</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr> <td>S13</td> <td>85%</td> </tr> <tr> <td>S14</td> <td>92%</td> </tr> <tr> <td>S15</td> <td>83%</td> </tr> </tbody> </table>	Semester	Completion Rate	S13	85%	S14	92%	S15	83%
Semester	Completion Rate												
S13	85%												
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BUSO1623, Integrated Office Skills—Students create and present a portfolio project with 100% completing with 90% or higher score.	Business simulation portfolio project completed each spring semester (Summative and Direct).	S14--Student average 97% with 100% completing. S15—Student average 84% with 100% completing.	S14 and S15--Goal met. Student report through survey that this project is challenging but valuable. Graduates report in follow up the portfolio is used during interviews.	The portfolio project was a new assignment in S14. S15 used S14 semester work as examples. S16—Set course completion rate goal for course and track student average to determine if 90% is obtainable. Offer a pre-meet evaluation to improve student average.	<p>Average score with 100% completing</p> <table border="1"> <caption>Average Score with 100% Completing</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>S14</td> <td>97%</td> </tr> <tr> <td>S15</td> <td>84%</td> </tr> </tbody> </table>	Semester	Average Score	S14	97%	S15	84%		
Semester	Average Score												
S14	97%												
S15	84%												
BUSO1625, Business	Create a persuasive	F13 ITV student average 99% with	The ITV overall student averages and	15/16--Explore alternative options	Business Report Completion Percentage								

Administrative Assistant Analysis—Student Learning Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends														
<p>Communications I—Students will create a business report exploring community improvements with 80% completing at 80% or higher score.</p>	<p>business report exploring community improvements integrating writing and formatting concepts. Offered fall and spring semesters. (Formative and Direct)</p>	<p>100% completing. F13 online student average 75% with 81% completing. S14 ITV student average 93% with 100% completing. F14 ITV student average 93% with 88% completing. F14 online student average 84% with 55% completing. S15 online overall student average 73% with 83% completing.</p>	<p>completion rates are higher than the online courses. The ITV students are required to attend individual writing assessments for this project. The online course may need a required attendance day to improve both the overall student average and the completion rate. S15 online course had two required attendance days. The completion rate went from 55% F14 to 73% S15. Goal met for ITV courses and not met for online courses.</p>	<p>for individual writing meetings.</p>	<table border="1"> <caption>Completion Rates by Course</caption> <thead> <tr> <th>Course</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr> <td>F13 ITV</td> <td>99%</td> </tr> <tr> <td>F13 Online</td> <td>75%</td> </tr> <tr> <td>S14 ITV</td> <td>93%</td> </tr> <tr> <td>F14 ITV</td> <td>93%</td> </tr> <tr> <td>F14 Online</td> <td>84%</td> </tr> <tr> <td>S15 Online</td> <td>73%</td> </tr> </tbody> </table>	Course	Completion Rate	F13 ITV	99%	F13 Online	75%	S14 ITV	93%	F14 ITV	93%	F14 Online	84%	S15 Online	73%
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<p>BUSO1630, Office Procedures— Group evaluation completed with students obtaining 85% or higher score.</p>	<p>Complete group evaluations on teamwork, dependability, and work quality throughout the semester. Students must</p>	<p>Students who achieve standard have an increased understanding of the importance of working and communicating with others while being responsible to their team.</p>	<p>Continue to use. Students appreciate the opportunity to share positive and negative group experiences and learn to appreciate the opportunity to strengthen their interpersonal skills. F11 the course was on-</p>	<p>F13 implemented a new group evaluation with group completing evaluation together so individuals can learn about their interpersonal strengths and</p>	<p>Group Evaluation Completion Results</p>														

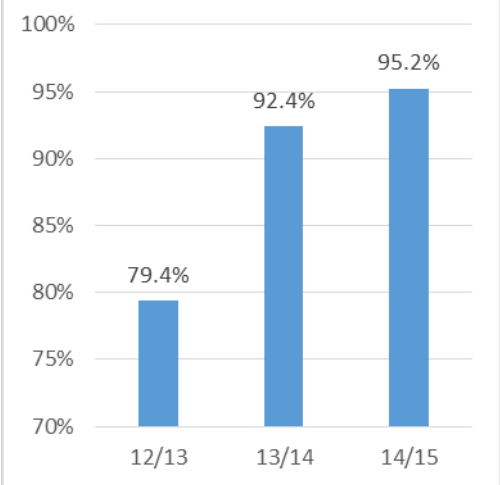
Administrative Assistant Analysis—Student Learning Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends										
	defend their statements. (Formative and Internal)	Goal met four of four years.	campus; it has been on-line since. F14 new technology implemented in hopes to increase grade and participation.	weaknesses prior to entering the work world. Scores improving, will continue to use.	<table border="1"> <caption>Student Learning Results Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>F11</td> <td>96%</td> </tr> <tr> <td>F12</td> <td>87%</td> </tr> <tr> <td>F13</td> <td>90%</td> </tr> <tr> <td>F14</td> <td>94%</td> </tr> </tbody> </table>	Year	Percentage	F11	96%	F12	87%	F13	90%	F14	94%
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Business Program Outcomes and Performance Measures

Selected Program Outcomes	Performance Measures
Apply critical thinking processes to ethically analyze and evaluate business situations.	BUSA1010, Introduction to Business—Prepare Global 500 paper with 80% completing at 70% or higher. BUSA2041, Business Communications—Students will compose effective e-mails and memorandums with 45% scoring 85% or higher level.
Apply the principles of accounting, finance, and economics to evaluate fiscal decisions.	BUSA1010, Introduction to Business—Evaluate the economic systems of capitalism, communism, socialism, and free enterprise with 80% completing at 70% or higher.
Demonstrate knowledge in critical business areas including management, marketing, and the legal and regulatory environment.	BUSA1010, Introduction to Business—Prepare Global 500 paper with 80% completing at 70% or higher. BUSA2043, Principles of Marketing—Complete two case Analysis papers with 80% completing at 70% or greater. BUSA2065, Introduction to International Business—Pretest to Posttest improvement of 50%.
Demonstrate the ability to use application software, technology, and other resources to research, analyze, and integrate data to solve business problems.	BUSA1010, Introduction to Business—Prepare Global 500 paper with 80% completing at 70% or higher. BUSA2043, Principles of Marketing—Complete two case Analysis papers with 80% completing at 70% or greater.

Business Program Outcomes and Performance Measures	
Selected Program Outcomes	Performance Measures
Prepare and present oral, written and group materials that inform, persuade, and influence others.	BUSA1010, Introduction to Business—Prepare Global 500 paper with 80% completing at 70% or higher BUSA2041, Business Communications—Students will compose effective e-mails and memorandums with 45% scoring 85% or higher level. BUSA2043, Principles of Marketing—Complete two case Analysis papers with 80% completing at 70% or greater

Business Degree Analysis—Student Learning Results													
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends								
BUSA1010, Introduction to Business—Evaluate the economic systems of capitalism, communism, socialism, and free enterprise with 80% completing at 70% or higher.	Chapter quiz administered on economics in all sections fall and spring semester. (Direct, Formative, Internal)	The past two years students have met goal of 80% completing at 70% competency level.	Questions are taken from the publisher test banks and students receive 15 questions out of a question bank. These results would indicate that students are understanding the economic systems covered in the course.	Continue to monitor the student levels of competency with these concepts.	Percent Students Completing \geq 70%  <table border="1"> <caption>Percent Students Completing \geq 70%</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>79.4%</td> </tr> <tr> <td>13/14</td> <td>92.4%</td> </tr> <tr> <td>14/15</td> <td>95.2%</td> </tr> </tbody> </table>	Year	Percentage	12/13	79.4%	13/14	92.4%	14/15	95.2%
Year	Percentage												
12/13	79.4%												
13/14	92.4%												
14/15	95.2%												
BUSA1010, Introduction to Business—Prepare Global 500 paper with 80% completing at 70% or higher	Students select Global 500 company and prepare paper addressing required elements in all sections fall and spring semester.	Students met goal of 80% completing at 70% competency level.	This is a popular assignment that engages students.	One area to monitor is the number of students completing the activity. The number of students	Percent Students Completing at \geq 70%								

Business Degree Analysis—Student Learning Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends								
	(Direct, Formative, Internal, and Comparative)			completing were 12/13, 86.8%; 13/14, 88.3%; 14/15, 83.7%	<table border="1"> <caption>Resulting Trends Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>93.22%</td> </tr> <tr> <td>13/14</td> <td>99%</td> </tr> <tr> <td>14/15</td> <td>94.52%</td> </tr> </tbody> </table>	Year	Percentage	12/13	93.22%	13/14	99%	14/15	94.52%
Year	Percentage												
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13/14	99%												
14/15	94.52%												
BUSA2041, Business Communications—Compose effective e-mails and memorandums with 45% scoring 85% or higher level.	Prepare e-mails and memorandums which address specific scenarios, follow writing plan, and incorporate correct grammar, spelling and formatting throughout spring semester class. (Direct, Formative, Internal, and Comparative)	Each year’s results have improved, with the 45% goal still not being met.	Students continue to struggle with incorporating correct formatting, grammar, and spelling into documents. The writing assignment rubric identifies, “grammatical, mechanical, spelling, and/or format errors” results in a 75% score.	Video and handout resources were included in course handout area. S15 they were also included with each assignment. Videos and handouts will be reviewed.	<p>Percent Students Preparing Communications at >= 85%</p> <table border="1"> <caption>Percent Students Preparing Communications at >= 85%</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S13</td> <td>11.5%</td> </tr> <tr> <td>S14</td> <td>23.1%</td> </tr> <tr> <td>S15</td> <td>42.3%</td> </tr> </tbody> </table>	Year	Percentage	S13	11.5%	S14	23.1%	S15	42.3%
Year	Percentage												
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S15	42.3%												
BUSA2043, Principles of Marketing—Complete two	Spring semester students analyze an actual marketing case scenario and	S14 and S15 results improved from S13 with	Changes were made to include better instructional materials and an	This activity will continue to be monitored with the goal of	Percent Students Completing Case Analysis at 70% or Higher								

Business Degree Analysis—Student Learning Results													
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends								
case analysis papers with 80% completing at 70% or greater	make recommendation in the role of a consultant. (Direct, Formative, Internal, and Comparative)	a drop in S15s results.	example document and this has increased the level of understanding and competency in assessing this assignment.	keeping competency above 70% and increasing the number of students completing.	<table border="1"> <caption>Student Learning Results for Case Analysis Papers</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>86.9%</td> </tr> <tr> <td>13/14</td> <td>95.2%</td> </tr> <tr> <td>14/15</td> <td>87.2%</td> </tr> </tbody> </table>	Year	Percentage	12/13	86.9%	13/14	95.2%	14/15	87.2%
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BUSA2065, Introduction to International Business—Pretest to Posttest improvement of 50%	Administered once at beginning and at the end of the class, 50 multiple choice question test developed by instructors. Course is offered even spring semesters. (Summative, Internal, and Comparative)	Improvement was shown the last time the course was offered.	S12 reviewed posttest results to determine deficiency areas and stressed these areas in S14. Increase improvement rate to 65% for next semester.	Continue to review test results for deficient areas and increase improvement rate by 5% per year until goal of 80% is reached.	<table border="1"> <caption>Average Percent of Increase from Pretest to Posttest</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>9/10</td> <td>71.6%</td> </tr> <tr> <td>11/12</td> <td>42.8%</td> </tr> <tr> <td>13/14</td> <td>62.4%</td> </tr> </tbody> </table>	Year	Percentage	9/10	71.6%	11/12	42.8%	13/14	62.4%
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Medical Administrative Assistant Program Outcomes and Performance Measures	
Selected Program Outcomes	Performance Measures
Gain skill enhancement in the use of medical terminology	BUSO1667, Medical Transcription II—Course quizzes completed at 70% or

using computers.	higher level. BUSO1670 Applied Medical Terminology—Students average test score will be 75% or greater. BUSO2631 Applied Medical Coding—80% of students earn 70% or higher on class activities.
Gain skill enhancement in the management of multiple tasks.	BUSO2631 Applied Medical Coding—80% of students earn 70% or higher on class activities.
Gain skills in oral and written communications.	BUSO1667, Medical Transcription II—Course quizzes completed at 70% or higher level.

Medical Administrative Assistant Degree Analysis—Student Learning Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends																																																																		
BUSO1667, Medical Transcription II—Course quizzes completed at 70% or higher level	Multiple choice quizzes administered fall and spring semesters. (Direct, Formative, Internal, and Comparative)	Over five semesters it is difficult to explain the variances in meeting the goal. These quizzes are a review of medical terms and business communication grammar. Beginning F14 the class has been scheduled in a blocked format.	Reminders are included in D2L Brightspace News, students seem to forget to complete quiz after submitting transcription assignments.	F15 will included two extra D2L Brightspace News reminders.	<p align="center">Average Quiz Scores</p> <table border="1"> <caption>Average Quiz Scores Data (Estimated)</caption> <thead> <tr> <th>Quiz</th> <th>S13</th> <th>F13</th> <th>S14</th> <th>F14</th> <th>S15</th> </tr> </thead> <tbody> <tr><td>Quiz 1</td><td>70%</td><td>80%</td><td>65%</td><td>60%</td><td>75%</td></tr> <tr><td>Quiz 2</td><td>60%</td><td>55%</td><td>50%</td><td>45%</td><td>70%</td></tr> <tr><td>Quiz 3</td><td>75%</td><td>70%</td><td>65%</td><td>60%</td><td>75%</td></tr> <tr><td>Quiz 4</td><td>85%</td><td>80%</td><td>75%</td><td>70%</td><td>85%</td></tr> <tr><td>Quiz 5</td><td>60%</td><td>55%</td><td>50%</td><td>45%</td><td>70%</td></tr> <tr><td>Quiz 6</td><td>80%</td><td>75%</td><td>70%</td><td>65%</td><td>80%</td></tr> <tr><td>Quiz 7</td><td>70%</td><td>65%</td><td>60%</td><td>55%</td><td>70%</td></tr> <tr><td>Quiz 8</td><td>65%</td><td>60%</td><td>55%</td><td>50%</td><td>65%</td></tr> <tr><td>Quiz 9</td><td>80%</td><td>75%</td><td>70%</td><td>65%</td><td>80%</td></tr> <tr><td>Quiz 10</td><td>70%</td><td>65%</td><td>60%</td><td>55%</td><td>70%</td></tr> </tbody> </table>	Quiz	S13	F13	S14	F14	S15	Quiz 1	70%	80%	65%	60%	75%	Quiz 2	60%	55%	50%	45%	70%	Quiz 3	75%	70%	65%	60%	75%	Quiz 4	85%	80%	75%	70%	85%	Quiz 5	60%	55%	50%	45%	70%	Quiz 6	80%	75%	70%	65%	80%	Quiz 7	70%	65%	60%	55%	70%	Quiz 8	65%	60%	55%	50%	65%	Quiz 9	80%	75%	70%	65%	80%	Quiz 10	70%	65%	60%	55%	70%
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BUSO1670 Applied Medical Terminology—Students average test score will be	Multiple choice and fill-in-the-blank tests administered spring semester. (Direct, Formative,	This class is taught every spring semester. The goal is for students to meet this standard.	Students are completing the work at the necessary level. Knowing the abbreviations is very important.	The next step is to continue to encourage students and remind students about each test through the D2L Brightspace News.	<p align="center">Average Test Scores</p>																																																																		

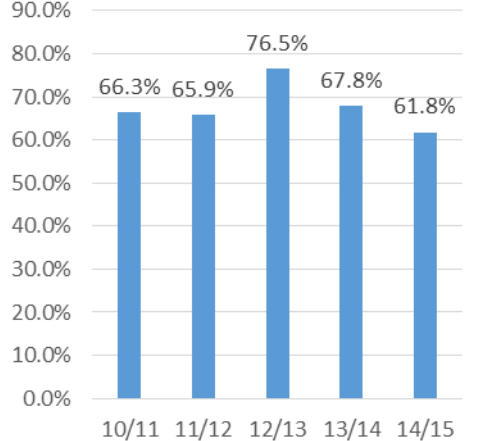
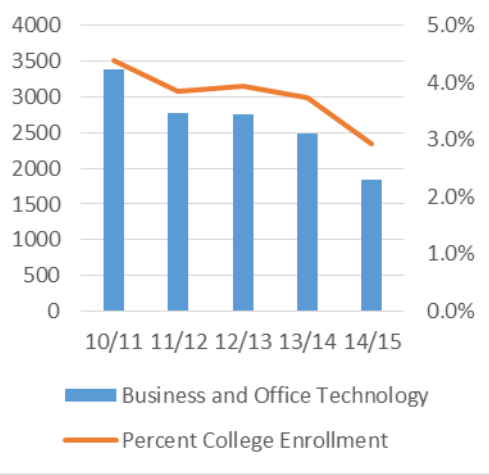
Medical Administrative Assistant Degree Analysis—Student Learning Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends								
75% or greater.	Internal, and Comparative)				<table border="1"> <caption>Student Learning Results</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S13</td> <td>91%</td> </tr> <tr> <td>S14</td> <td>82%</td> </tr> <tr> <td>S15</td> <td>88%</td> </tr> </tbody> </table>	Semester	Percentage	S13	91%	S14	82%	S15	88%
Semester	Percentage												
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BUSO2631 Applied Medical Coding—80% of students earn 70% or higher on class activities.	Every spring semester students complete semester activities at required level. (Direct, Summative, Internal, and Comparative)	An introductory ICD and CPT codes course offered spring semester. Understanding the basics of why certain codes are used at certain times is necessary.	Students understand the medical language and use of the coding manuals.	ICD-9 codes are changing to ICD-10 in October 2015 with CPT coding staying the same. Continue to monitor following code change since professional coders are challenged by ICD coding changes.	<table border="1"> <caption>Completion Level Percentage</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S13</td> <td>93%</td> </tr> <tr> <td>S14</td> <td>86%</td> </tr> <tr> <td>S15</td> <td>89%</td> </tr> </tbody> </table>	Semester	Percentage	S13	93%	S14	86%	S15	89%
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Organizational Performance Results

Analysis of Results																	
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends												
College Enrollment and Student Credit Hours	College credit hours measured annually	Enrollment at Riverland has decreased from 2599 in FY10 to 2200 in FY14. Enrollment for FY15 increased to 2,300.	While enrollment may have increased FY15, students are taking fewer credits/smaller credit loan. Students have (anecdotally) reported work commitments/availability as a reason to go part-time while continuing to pursue their educational goals. Unemployment rates are fairly low in the direct Riverland Community College service area - Steele County: 4.0%, Mower County: 3.8%, Freeborn County: 4.2% (June, 2015)	A strategic enrollment plan was developed in FY14 and implemented beginning FY15	<p>Riverland Student Credit Hours</p> <table border="1"> <caption>Riverland Student Credit Hours</caption> <thead> <tr> <th>Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>10/11</td> <td>77153</td> </tr> <tr> <td>11/12</td> <td>72352</td> </tr> <tr> <td>12/13</td> <td>69877</td> </tr> <tr> <td>13/14</td> <td>66274</td> </tr> <tr> <td>14/15</td> <td>62744</td> </tr> </tbody> </table>	Year	Credit Hours	10/11	77153	11/12	72352	12/13	69877	13/14	66274	14/15	62744
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Accounting Class Enrollment— Maintain an average class enrollment of 60% of maximum class size.	Enrollment statistics (after drop/add period) are obtained from MnSCU - Integrated Statewide Records System for each ACCT	Goal has been met each of the last five academic years.	After an all-time high in FY13, the percentage has declined, but is still above the goal. The decline is due, in part, to classes filling to maximum capacity and then offering additional sections so students could complete the pre-requisite course. Specifically, a third	Continue to work with Dean to ensure the appropriate classes and number of sections are offered during the correct semester to meet students' needs	Enrollment as a % of Maximum Class Size for Accounting Class Sections												

Analysis of Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends																		
	section offered each academic year.		section of ACCT2011 was offered F13 and F14 to meet student demand.	as well as maximize efficiency.	 <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>10/11</td> <td>66.3%</td> </tr> <tr> <td>11/12</td> <td>65.9%</td> </tr> <tr> <td>12/13</td> <td>76.5%</td> </tr> <tr> <td>13/14</td> <td>67.8%</td> </tr> <tr> <td>14/15</td> <td>61.8%</td> </tr> </tbody> </table>	Year	Percentage	10/11	66.3%	11/12	65.9%	12/13	76.5%	13/14	67.8%	14/15	61.8%						
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Business and Office Student Credit Hours Compared to Percent College Enrollment. No goal was set for 2011-2015.	BUSO credit hours measured annually.	Enrolled credit hours for BUSO courses has decreased the past five fiscal years.	The number of BUSO part-time students has increased with the number of fulltime students decreasing. A major employer has presented job opportunities to students with incomplete degrees with the opportunity of on-the-job training.	Evaluate our courses and percentage capacity. Set a goal to increase credit hours by 2%. Develop a marketing plan and seek training opportunities to promote the BUSO program.	<p>Business and Office Credit Hours and Percent College Enrollment</p>  <table border="1"> <thead> <tr> <th></th> <th>10/11</th> <th>11/12</th> <th>12/13</th> <th>13/14</th> <th>14/15</th> </tr> </thead> <tbody> <tr> <td>Business and Office Technology</td> <td>3391</td> <td>2785</td> <td>2751</td> <td>2481</td> <td>1842</td> </tr> <tr> <td>Percent</td> <td>4.4%</td> <td>3.8%</td> <td>3.9%</td> <td>3.7%</td> <td>2.9%</td> </tr> </tbody> </table>		10/11	11/12	12/13	13/14	14/15	Business and Office Technology	3391	2785	2751	2481	1842	Percent	4.4%	3.8%	3.9%	3.7%	2.9%
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Analysis of Results

Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends																		
					College Enrollment																		
Business Student Enrollment— Maintain a Business total enrollment of 2% of college enrollment.	Enrollment calculated annually	Four out of five years Business enrollment was at 2% of college enrollment or higher.	Lower unemployment levels and cost of attending college has reduced the number of students enrolled and number of credit hours taken each semester.	The Business Department brochures need to be revised and better distribution methods determined. Riverland plans to increase involvement with local high schools. A Future Maverick pathway (Minnesota State University, Mankato [MSU]) starts F15 to encourage Business transfer students to enroll fulltime at Riverland and transfer to MSU.	<p>Business Credit Hours and Percent College Enrollment</p> <table border="1"> <thead> <tr> <th></th> <th>10/11</th> <th>11/12</th> <th>12/13</th> <th>13/14</th> <th>14/15</th> </tr> </thead> <tbody> <tr> <td>Business Enrollment</td> <td>1552</td> <td>1601</td> <td>1279</td> <td>1567</td> <td>1427</td> </tr> <tr> <td>Percent College Enrollment</td> <td>2.0%</td> <td>2.2%</td> <td>1.8%</td> <td>2.4%</td> <td>2.3%</td> </tr> </tbody> </table>		10/11	11/12	12/13	13/14	14/15	Business Enrollment	1552	1601	1279	1567	1427	Percent College Enrollment	2.0%	2.2%	1.8%	2.4%	2.3%
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Business Enrollment	1552	1601	1279	1567	1427																		
Percent College Enrollment	2.0%	2.2%	1.8%	2.4%	2.3%																		
Medical Administrative Assistant Graduates. Increase graduates by 2	Program graduates measured annually after graduation	College enrollment has decreased through FY15. More students attend part	While unemployment has decreased, skilled medical office workers are still in demand. Students need to be willing to relocate or	Course scheduling was changed to enhance the possibility of completing	Medical Administrative Assistant Graduate Numbers																		

Analysis of Results																							
Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends																		
students each year.		time, so it takes longer than two years to complete the AAS degree.	drive to Mayo Clinic-Rochester for the best employment opportunities. Most recently, all Mayo Health System transcription work was outsourced.	coursework in two years. A Rochester Mayo Clinic Recruiter has been invited to the Albert Lea Campus to provide information on career options.	<table border="1"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Year</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>10/11</td> <td>5</td> </tr> <tr> <td>11/12</td> <td>5</td> </tr> <tr> <td>12/13</td> <td>3</td> </tr> <tr> <td>13/14</td> <td>10</td> </tr> <tr> <td>14/15</td> <td>7</td> </tr> </tbody> </table>	Year	Count	10/11	5	11/12	5	12/13	3	13/14	10	14/15	7						
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Third Spring Time to Degree: Completion Rate (Graduation or Transfer)—Third Spring 2014 Target = 58% 2015 Target = 60%	MnSCU Institution Profile, most recent report, reflects the FY12 cohort data for entering full-time undergraduate regular and transfer students. Measured at end of third spring.	Results remain consistent within three percentage points. Underrepresented students completion rates are comparable to overall student completion.	Riverland continues to learn from internal and external best practices related to student support services (http://www.riverland.edu/success-center/) and specialized programs such as Cycles for Success (http://www.riverland.edu/success/) and Be Your Best (http://www.riverland.edu/beyourbest/)	The Master Academic Plan (developed FY15, implementation begins FY16) will focus on first year experience, individualized student pathways, teaching and learning, student engagement, and online education. The goal is to promote retention and	<p>Third Spring Completion Rate and Cohort Size</p> <table border="1"> <thead> <tr> <th></th> <th>F08</th> <th>F09</th> <th>F10</th> <th>F11</th> <th>F12</th> </tr> </thead> <tbody> <tr> <td>Completion Rate</td> <td>49%</td> <td>52%</td> <td>50%</td> <td>52%</td> <td>49%</td> </tr> <tr> <td>Cohort Number</td> <td>560</td> <td>792</td> <td>688</td> <td>621</td> <td>597</td> </tr> </tbody> </table>		F08	F09	F10	F11	F12	Completion Rate	49%	52%	50%	52%	49%	Cohort Number	560	792	688	621	597
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Performance Measure	Measurement Instrument / Process	Current Results	Results Analysis	Action Taken or Improvement	Graphs / Tables of Resulting Trends																		
				completion.																			
Second Fall Persistence Student Success— Second Fall Persistence and Completion 2015 Target = 74%	MnSCU Institution Profile, most recent report, reflects the FY13 cohort entering full-time undergraduate regular and transfer students. Measured at beginning of second fall.	Results remain consistent within three percentage points for the most recent four years reported. Underrepresented students completion rates are comparable to overall student completion.	Riverland continues to learn from internal and external best practices related to student support services (http://www.riverland.edu/success-center/) and specialized programs such as Cycles for Success (http://www.riverland.edu/success/) and Be Your Best (http://www.riverland.edu/beyourbest/)	The Master Academic Plan (developed FY15, implementation begins FY16) will focus on first year experience, individualized student pathways, teaching and learning, student engagement, and online education. The goal is to promote retention and completion.	<p>Second Fall Persistence and Completion Rate and Cohort Size</p> <table border="1"> <thead> <tr> <th></th> <th>F09</th> <th>F10</th> <th>F11</th> <th>F12</th> <th>F13</th> </tr> </thead> <tbody> <tr> <td>Persistence and Completion Rate</td> <td>73%</td> <td>72%</td> <td>68%</td> <td>68%</td> <td>69%</td> </tr> <tr> <td>Cohort Number</td> <td>792</td> <td>688</td> <td>621</td> <td>597</td> <td>510</td> </tr> </tbody> </table>		F09	F10	F11	F12	F13	Persistence and Completion Rate	73%	72%	68%	68%	69%	Cohort Number	792	688	621	597	510
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